

Program Budget Narratives

Higher Education

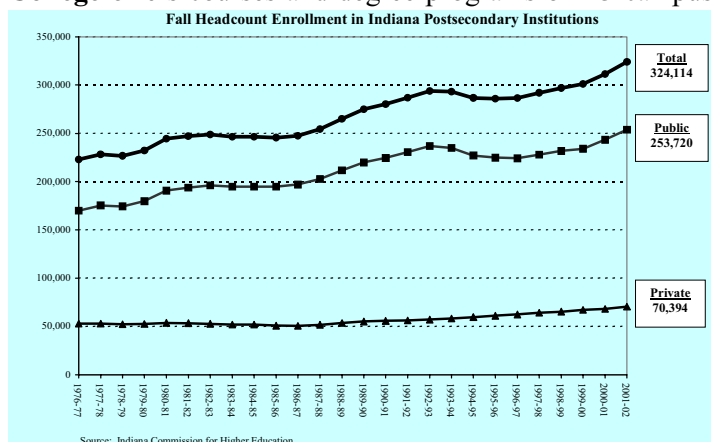
Undergraduate Education

Mission

To provide Indiana residents with the opportunity to enhance their lives through access to a comprehensive, affordable, world-class system of higher education.

Summary of Activities

Indiana has seven public colleges and universities. They include six universities, one of which offers only two-year degrees, and a technical college. **Indiana University** manages seven campuses, including the flagship campus in Bloomington and the joint IU-Purdue campus in Indianapolis. **Purdue University** is Indiana's land grant institution. It manages four campuses, including a joint IU-Purdue campus in Fort Wayne. **Ivy Tech State College** offers courses and degree programs on 23 campuses and at additional instructional centers. **Vincennes University** maintains a branch campus in Jasper and several instructional sites in Indianapolis. The other universities are **Ball State University**, **Indiana State University**, and the **University of Southern Indiana**. Indiana is also home to 32 independent colleges and universities.



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In 2001-02, 304,671 undergraduate students took at least one course for credit at an undergraduate institution. Eighty-nine percent were Hoosiers. Minority enrollment accounted for 12.7 percent of undergraduate enrollment – 8.1 percent African-American and 4.6 percent other minority students.

In 2001-02, the public institutions conferred 22,036 four-year degrees and 7,706 two-year degrees. The three largest fields of undergraduate study at the baccalaureate level were business, education, and health-related programs. At the associate level, the largest fields were health-related and business-related programs.

In 2002-03, average in-state, first-time student tuition and required fees were \$4,778 at the public four-year campuses and \$2,394 at the public two-year campuses.

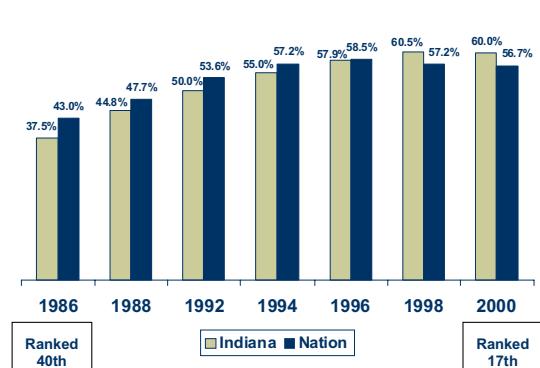
External Factors

Indiana's higher education institutions are responsive to concerns about the state's ability to attract and retain firms that offer high-paying jobs. Members of the state's workforce over the age of 25 rank behind other states in educational attainment. Striving to address this problem and increase educational levels among adults places high demands on Indiana's public colleges and universities. They also face competition from out-of-state institutions that focus on educating at a distance. Finally, demand for particular degree programs does not always live up to expectations. The institutions, along with the Commission for Higher Education, face the problem of deciding when these programs should continue to be offered.

Evaluation and Accomplishments

In 1999, Governor O'Bannon announced a partnership called the Community College of Indiana (CCI). The partnership links Indiana's two-year institutions: Vincennes University and Ivy Tech State College. It will provide a fully transferable Associate of Arts curriculum at each of Ivy Tech's 23 campuses. Each institution will remain separate and independent. The trustees of both institutions support the partnership. CCI began offering classes in four locations in Fall 2000.

Percent of High School Graduates Enrolled the Next Fall in Postsecondary Education



Another milestone has been the continuing collaboration among the institutions to provide distance education opportunities, known as the Indiana Partnership for Statewide Education. The Partnership markets itself to prospective students as the Indiana College Network (ICN). In 2002-03, ICN institutions offered 2,298 undergraduate and 666 graduate credit courses, an increase of 437 percent over 1998-99. Some 75 percent of the 47,980 credit course enrollments in 2001-02 were undergraduates. Special aspects of Partnership activity include support for the CCI initiative (Ivy Tech and Vincennes now account for nearly half of distance education enrollments in the State) and the Indiana State University DegreeLink initiative, which provides distance-delivered baccalaureate completion programs to Ivy Tech and Vincennes University graduates at their “home” locations.

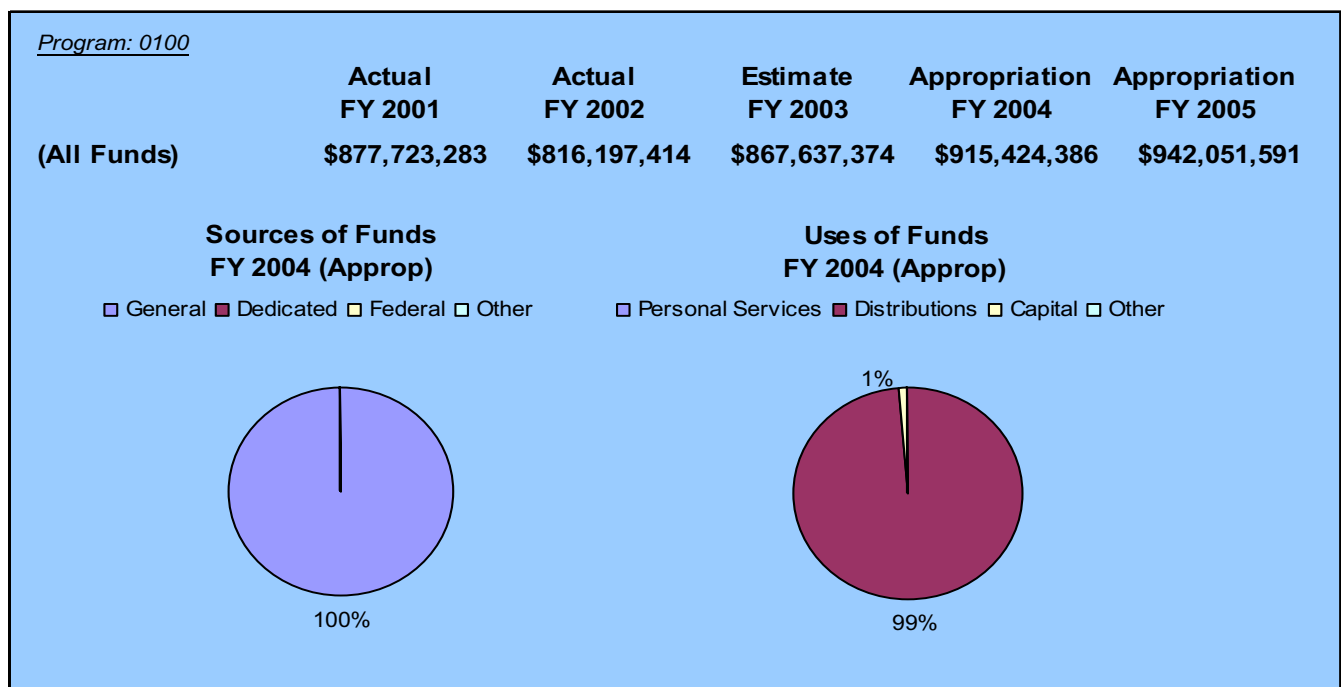


A third milestone has been the emergence of widespread community interest in obtaining better access to post-high school education. Much of this is traceable to local satisfaction with two projects, College Cooperative Southeast and the South Central Indiana Educational Alliance. Each relies on a regional network of community learning centers that bring educational opportunities and student services to geographic areas that are not served by traditional institutions.

Plans for the Biennium

Attention to the implementation of CCI will continue. In April 2000, the Commission for Higher Education approved Vincennes University Associate of Arts and Associate of Science degrees to be offered at the CCI pilot sites. Graduates holding these degrees will be able to transfer credits to public four-year campuses, enrolling with junior status. In addition to the four sites that began offering classes in Fall 2000, six additional sites were added in Fall 2001. The ten current CCI sites are Gary, East Chicago, Michigan City, and Valparaiso; Lafayette; Muncie, Anderson and Marion; Indianapolis; and Evansville.

For years the universities have supported efforts to encourage high school students to take a rigorous curriculum, including the Core 40 college preparatory curriculum and the curriculum that leads to an Academic Honors Diploma. They have also supported the Education Roundtable’s work on K-12 academic standards, and on assessments aligned with the standards. Universities are also aligning their teacher preparation programs and professional development opportunities to these standards and curricula, so that teachers are better able to bring about the desired levels of student learning.



Graduate Education

Mission

To prepare students for specific careers and to help people advance within their chosen occupations.

Summary of Activities

In Indiana, five public universities offer graduate education leading to master's and doctoral degrees: **Ball State University, Indiana State University, Indiana University** (all campuses), **Purdue University** (all campuses), and the **University of Southern Indiana**. The breadth and depth of graduate education is strongest at IU Bloomington and Purdue - West Lafayette.

Many public campuses, including IU and Purdue regional campuses and the University of Southern Indiana, offer master's degrees for adults employed in such fields as business, education, and public administration. Just five campuses – IU Bloomington, IUPUI, Purdue West Lafayette, Ball State and Indiana State universities – offer doctoral degrees, predominantly Ph.Ds. In 2001-02, the public universities enrolled 43,160 students in graduate programs and conferred 6,144 master's and 878 doctoral degrees. The largest number of master's degrees were awarded in education and business. The largest number of doctoral degrees were awarded in education and engineering.



External Factors

Especially at the doctoral level, the universities produce degree recipients for a national, even international, market. Because some Ph.D. graduates find no jobs waiting for them, however, discussion has arisen nationally about how much graduate education is enough. At the other end of the career ladder, many faculty members in Indiana universities will soon retire. Campuses will have to plan for their replacement, including reallocation of faculty to meet the changing demands of students and the workforce.

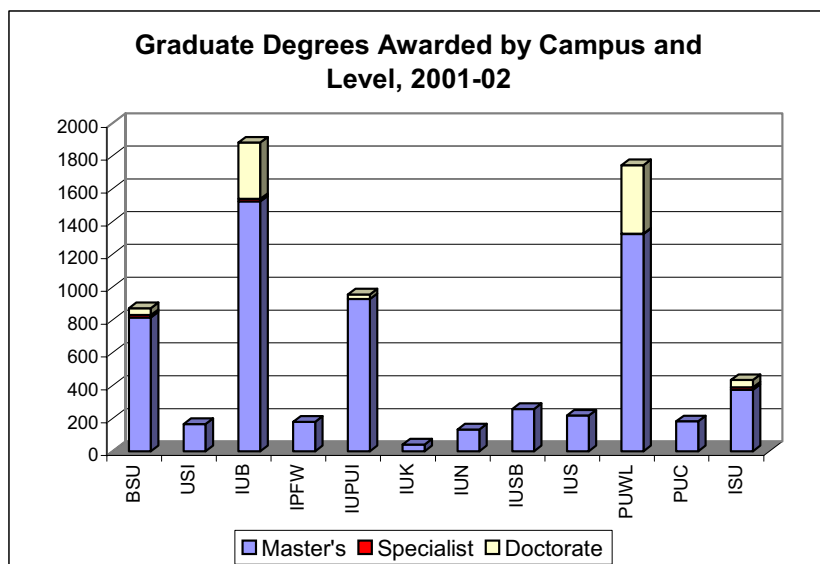
Master's degrees are sought by employers, employees, and campuses alike. The existence of the Community College of Indiana may increase demand for these degrees as regional campuses are encouraged to focus more on junior- and senior-level courses.

Evaluation and Accomplishments

Indiana's two research institutions are frequently ranked with other research institutions in national rankings. Purdue University is known above all for its engineering programs. The School of Engineering is ranked ninth nationally – fifth among public universities – by *U.S. News and World Report*.

The School of Engineering also provides a significant distance education program, Continuing Engineering Education (CEE). Through CEE, baccalaureate-trained engineers may pursue masters' degrees or attend an array of non-credit workshops.

While Indiana University offers a broad range of nationally recognized graduate programs, it is perhaps most famous for its School of Music programs. The school emphasizes musical performance and presents about 1,000 public programs each year.



A Selection of Ranked Graduate Programs (National Ranking)

IU Bloomington

Analytic Chemistry (4)
Audiology (9)
Business – Kelley School (23)
Clinical Psychology (2)
Education (17)
Elementary (8)
Secondary (9)
Higher Education Administration (4)
Counseling/Personnel Services (8)
Curriculum/Instruction (8)
English (23)
British Literature (9)
Fine Arts (13)
Painting/Drawing (9)
History (19)
Latin American History (8)
Political Science (18)

Psychology (17)

Experimental Psychology (9)
Public Affairs (3)
Public Policy Analysis (9)
Public Administration (4)
Public Finance (2)
Environmental Policy/Management (1)
Information & Technology Management (5)
Sociology (11)
Social Psychology (2)
Social Stratification (9)
Speech-Language Pathology (8)

PU West Lafayette

Audiology (13)
Business – Krannert School (24)
Production/Operations (2)
Supply Chain/Logistics (9)

Chemistry (18)

Analytic Chemistry (2)
Computer Science (20)
Engineering (9)
Aerospace Engineering (6)
Agricultural Engineering (2)
Civil Engineering (7)
Electrical Engineering (10)
Industrial Engineering (3)
Mechanical Engineering (7)
Nuclear Engineering (7)
Speech-Language Pathology (4)

IUPUI

Health Care Law (8)
Nursing (15)
Adult/Medical-Surgical (4)
Psychiatric/Mental Health (5)
Nursing Administration (7)

Plans for the Biennium

A top priority for Indiana University for 2003-05 is to achieve the planned expectations for the School of Informatics and its programs in terms of both size and quality. Focused on the arts, science, and human dimension of information, the School offers one undergraduate and four master's degree programs. With 875 undergraduate majors and 151 graduate majors enrolled in fall 2002, the School plans to strengthen the existing programs at the Bloomington and Indianapolis campuses with plans to extend programs to the regional campuses.

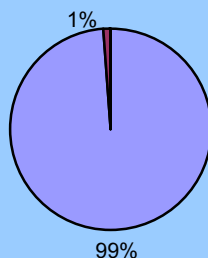
Purdue University's chief priority is to expand its existing graduate program and to establish a new undergraduate program in biomedical engineering. These programs will not only supply Indiana medical device and biotechnology companies with biomedical engineers, but will also serve as a center for research leading to start-up companies, new and improved products, and leverage for a growing pool of available research funds.

Program: 0105

	Actual FY 2001	Actual FY 2002	Estimate FY 2003	Appropriation FY 2004	Appropriation FY 2005
(All Funds)	\$157,856,567	\$143,679,433	\$154,176,272	\$160,267,929	\$162,921,786

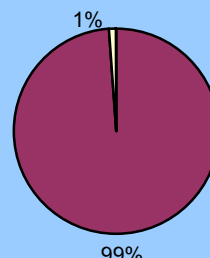
Sources of Funds FY 2004 (Approp)

General Dedicated Federal Other



Uses of Funds FY 2004 (Approp)

Personal Services Distributions Capital Other



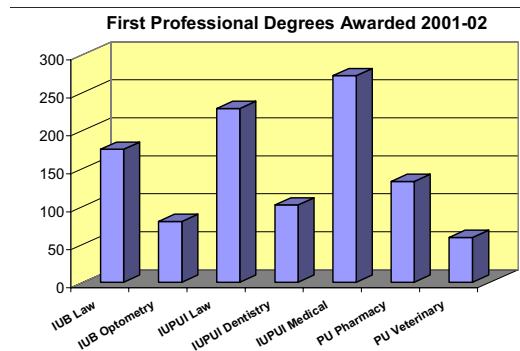
Professional Education

Mission

To provide world-class educational services to students seeking professional careers.

Summary of Activities

Indiana University (IU) and **Purdue University** offer professional post-baccalaureate education leading to what are called “first professional” degrees. These degree programs are offered in Bloomington, West Lafayette, and Indianapolis. Indiana University is home to the state’s two publicly funded law schools (in Bloomington and Indianapolis) and the Schools of Medicine, Dentistry (both housed in Indianapolis) and Optometry (Bloomington). Purdue University offers professional degrees in Pharmacy and Veterinary Medicine. Both are located in West Lafayette. Degrees in Teacher Education and Nursing are generally offered through the undergraduate and graduate schools.



Indiana University’s School of Medicine is part of the IU Medical Center in Indianapolis. IU opened its first hospital in Indianapolis in 1914. Today’s Medical Center includes several teaching hospitals, some of which are administered by Clarian Health Partners. The School of Medicine also manages patient care under contract at Wishard Health Services, serving Marion County, and has cooperative arrangements with the Richard L. Roudebush Veterans Administration Medical Center and Larue D. Carter Memorial Hospital. The university maintains instructional and research activities at all these institutions. They are settings for clinical studies by nationally and internationally recognized research institutes and by School of Medicine centers. The School of Medicine also operates statewide by means of eight regional medical centers. The centers provide only the first two years of medical education; students must complete their study at IUPUI. Internships and residencies for IU medical students are overseen by the Medical Education Board, a state agency administered by IU.

IU’s School of Dentistry is the state’s only dental school. It began as the Indiana Dental College in 1879 and was purchased by IU in 1925. An on-campus Comprehensive Care Clinic serves some 17,000 patients per year. The school also provides treatment at several other patient care facilities, including the pediatric dentistry clinic at IU’s James Whitcomb Riley Hospital for Children, the oral and maxillofacial surgery clinics at University and Wishard Memorial hospitals, and two community clinics, Cottage Grove and Grassy Creek. Much of the school’s research occurs at its Oral Health Research Institute, built with royalties from the sale of Crest toothpaste, itself an early research success of the School.

IU’s optometry program was established in Bloomington in 1951 and conferred its first professional degrees in 1956. The School operates the Atwater Eye Care Center on campus, the Community Eye Care Center on the west side of Bloomington, and the Indianapolis Eye Care Center. Other clinical facilities are located in Veterans Administration and military hospitals and community care centers in other cities.

Purdue’s School of Veterinary Medicine is one of only 27 in North America and the only veterinary college in Indiana. Since the graduation of its first class in 1963, the school has produced nearly 2,000 veterinarians who now practice in all 50 states. The faculty of Veterinary Medicine pursue research into such subjects as spinal injuries, infectious diseases, neuroscience, herd management, animal welfare, equine sports medicine, and flow cytometry. The School also provides service to animal owners and the greater community through the Veterinary Teaching Hospital (a consultation and referral center for practicing veterinarians), the Purdue Equine Sports Medicine Center, and the PetSafe program (short-term emergency housing for pets owned by individuals or families in crisis).

The Indiana University School of Law in Bloomington has prepared students to practice law for more than 150 years. Its specialized programs include business and commercial law, environmental law, global legal studies, information and communications law, law and society, and legal writing and advocacy. The IU School of Law in Indianapolis is the largest law school in Indiana, and the only one to offer both part- and full-time legal education.

Joint degrees in law and other fields are available, as is the opportunity to earn a concentration in Health Law through the School's nationally recognized Center for Law and Health. Other specializations include a program in International Human Rights and a program on Law and State Government.

In 2001-02, the professional schools enrolled a total of 4,310 students. The law schools conferred 404 degrees and the health profession schools, 646.

External Factors

In all fields of medicine, practitioners are challenged to constantly update their knowledge based on rapidly changing information about illness and its treatment. This obliges schools of medicine, pharmacy, etc., not only to continually update curricula, but to also continually rethink the professional development opportunities they provide.

Evaluation and Accomplishments

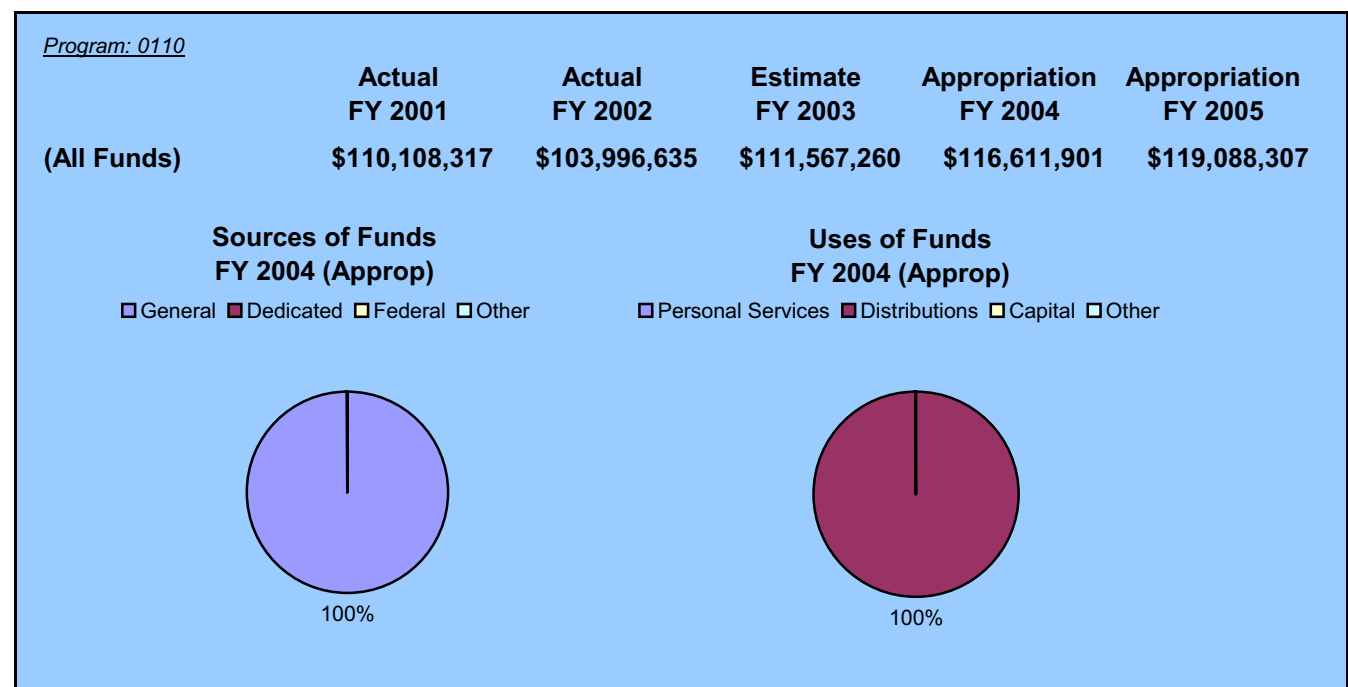
Recent pass rates for licensure or certification examinations in professional fields are as follows:

Dentistry	89 percent
Law (IUB)	91 percent
Law (IUPUI)	88 percent
Medicine	97, 98 percent (two assessments)
Optometry	91 percent
Pharmacy	96 percent
Veterinary Medicine	77, 90 percent (two assessments)



Plans for the Biennium

The Indiana University School of Optometry will develop a patient-based disease research program for the Bloomington campus. The program will increase research focused on improving early diagnostic tests and better treatment of eye disease, and it will also position the campus to successfully pursue contracts and grants in both basic and applied research.



Higher Education Research

Mission

To create and disseminate knowledge across all academic disciplines.

Summary of Activities

Indiana's public universities are engaged in a vast array of research activities across all fields of inquiry. Some research is sponsored directly by the universities or their academic departments, while other research is funded by the state, agencies of the federal government, foundations, or corporations. Indiana is relatively unique among states with similar population size in that it supports two major public research universities as well as a major medical school. Together, **Indiana University** and **Purdue University** reported spending nearly \$515 million on science and engineering research and development activities in federal fiscal year (FFY) 2001.

In addition to research funded in a general sense through state operating appropriations to the universities, which is a very small portion of total university research expenditures, the state funds a number of specific research activities directly. These activities are directed at issues with immediate application to the health and welfare of the citizens of Indiana and often include a substantial public service component. Among these activities are spinal cord and paralysis research, the work of the Indiana Geological Survey, agricultural and veterinary research, support for Internet2, and support for the Indiana Institute on Disability and Community.

External Factors

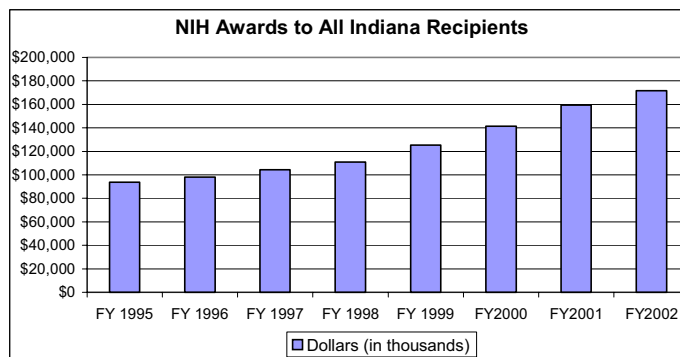
The most significant external factors affecting research at universities are the recent growth in federal funding for research and the competitive environment for research dollars nationwide. Federal funding for research sponsored by the National Institutes of Health doubled between FY 1995 and FY 2002, and research funding provided by the National Science Foundation is expected to double between FY 2002 and FY 2007. During the period from FY 1998 to FY 2002, National Institute of Health support for Indiana public universities increased from \$101.4 million to \$151.0 million.

While growth in funding has presented universities with new opportunities, competition for research funding has also increased nationwide. The state has chosen to address both the new opportunities and the competition in several ways. First, Governor O'Bannon proposed the creation of the 21st Century Research and Technology Fund in 1999. The fund, which received a \$75 million appropriation from the 2003 General Assembly, leverages external funding opportunities and encourages collaboration between Indiana's universities and the private sector.

Second, as part of the O'Bannon/Kernan Energize Indiana plan, five new research facilities for Purdue University and Indiana University were authorized by the General Assembly. Finally, 2003-05 university operating appropriations for Indiana University, Purdue University, and Ball State University include new funding to help them meet matching requirements for new research grants and to defray some of the unreimbursed indirect costs of research.

Evaluation and Accomplishments

While much research may be "pure" in the sense that it is undertaken to extend the boundaries of knowledge alone, a great deal of research conducted at Indiana universities is "applied" — its results have direct applications in improving Hoosiers' quality of life and developing Indiana's economy. For example, research at Purdue University often leads to inventions and processes that are ultimately licensed for commercial use, and Purdue has been active in licensing to Indiana companies and start-ups in the state. Some of the new companies resulting from research at Purdue include SSCI; Endocyte, Inc.; Cook Biotech, Inc.; Optolynx, Inc.; SpectraCode; and Advanced Process Combinatorics.



In a similar vein, the Advanced Research & Technology Institute is dedicated to building Indiana's future with strategic commercialization of research and technology through Indiana University and business/industry collaboration. ARTI's mission is to enhance Indiana's business competitiveness through technology innovation. With eight IU campuses throughout the state, ARTI provides access to IU's technology expertise, expands Indiana's research, development, and technology infrastructure and creates collaborative environments to advance Indiana's technology future.

With the opening of the Indiana University Emerging Technologies Center, a life sciences business incubator, ARTI is now hosting numerous companies that provide jobs and corporate income to the citizens of Indiana. Two of those successful companies, formed from technology created at IU, include Therametric Technologies, a company dedicated to the early detection and treatment of dental caries, and Optosonics, a corporation developing a new imaging system for early detection of breast cancer without using radiation.

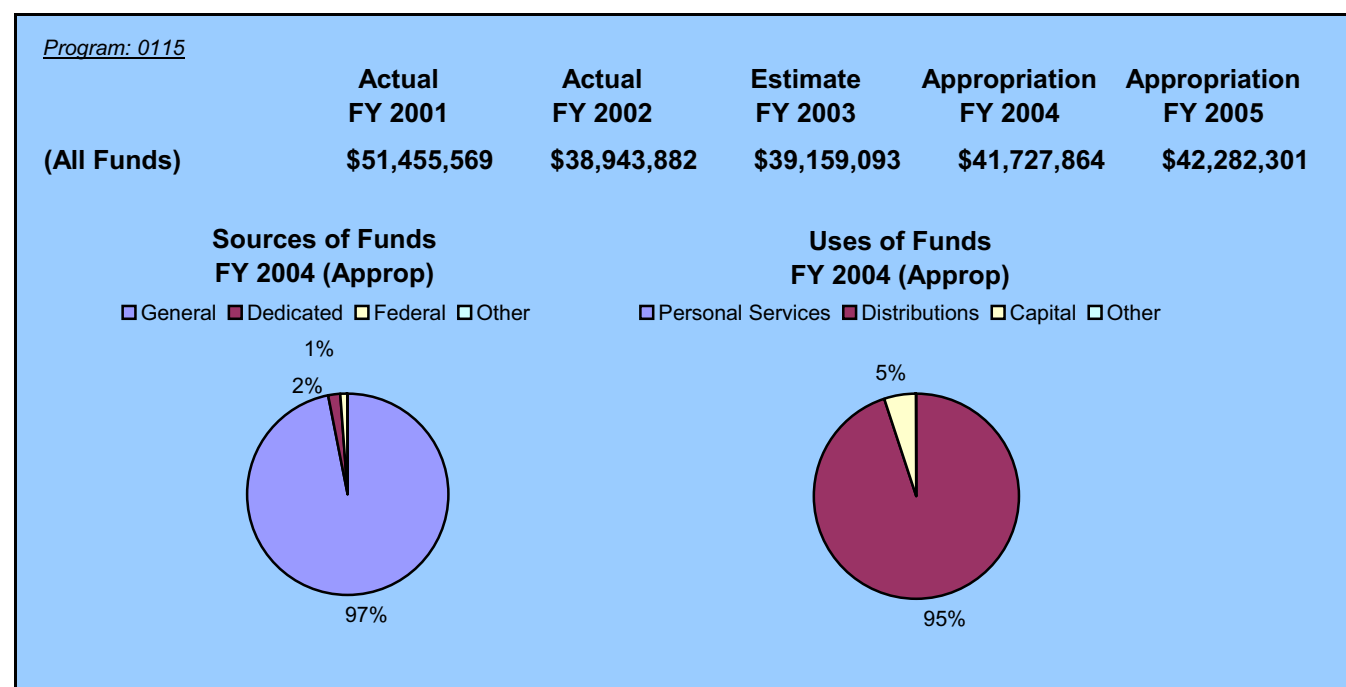
The economic benefits of research extend beyond new products and services; Indiana University estimates that its 2001-02 level of research and development spending supported over 12,100 jobs.

Plans for the Biennium

Opened in 1961, Purdue Research Park provides an interactive environment for private business and industry, mainly in high-tech fields, and Purdue University researchers. The Park is home to more than 90 companies that employ 2,500 people. Many of them are developing Purdue-licensed technologies. Following action by the 2002 General Assembly, Purdue University applied for, and received, Indiana's first Certified Technology Park designation for Purdue Research Park. The designation entitles the Park to seek funding from the Indiana Department of Commerce's Technology Development Grant Fund. These funds will support the second phase of the Park's development.

Activated in 2001, I-Light (a high-performance, optical-fiber network) links the campuses of Indiana University, Purdue University and Indiana University-Purdue University at Indianapolis. Expanding capacity by connecting the universities to the Internet2, I-Light will be a critical component for many projects including telemedicine, the Indiana Genomics Initiative, and the ATLAS experiment.

The 2003-05 biennium will mark the beginning of state appropriated general operating research funds for the research and doctoral campuses. Base operating appropriation increases totaling over \$6 million for FY 2004 and over \$12 million for FY 2005 were approved by the 2003 General Assembly.



Higher Education Public Service

Mission

To improve the quality of life of Indiana's citizens and develop Indiana's economy through the dissemination of knowledge and provision of expert services.

Summary of Activities

Indiana's public colleges and universities engage in a wide variety of public service activities, including public radio and television broadcasting, training activities for local units of government, laboratory schools, business development assistance, in-service training for human services professionals, cooperative extension services, and historic preservation.

Public service activities at colleges and universities are often closely tied to research activities. For example, research carried out at **Purdue University's** agricultural experiment stations may be disseminated to the agriculture industry through county extension educators, and research carried out by the Indiana Institute on Disability and Community may be disseminated through workshops with families that include members with developmental disabilities.



In addition to public service activities funded in a general sense through state operating appropriations to the universities, the state funds a number of specific public service activities directly. Among these direct appropriations are forensic lab services through the **Indiana University (IU)** Chemical Test Training Program; business assistance through the IU Industrial Research Liaison Program; technical assistance

to industry through the Purdue University Technical Assistance Program; historic preservation and interpretation services at New Harmony through the **University of Southern Indiana**; advanced high school education through the Indiana Academy for Science, Mathematics, and Humanities at **Ball State University**; professional development programs for Indiana's teachers delivered at their schools by **Indiana State University** education professors; and college and career planning assistance through the Indiana Career and Postsecondary Advancement Center.



External Factors

Because the public service activities of the state's colleges and universities are varied, the external factors affecting them are also varied. For example, public broadcasting stations face the challenge of converting their transmission equipment to support digital broadcasts, and the cooperative extension service has been adapting to diminished federal support for over a decade. One factor that affects most public service activities is the increasing demand for such services, particularly those that offer technical assistance to businesses and industry.

Evaluation and Accomplishments

The variety of public service activities carried out by Indiana's public colleges and universities produce an equally broad set of accomplishments, which include the following:

The Indiana Academy for Science, Mathematics, and Humanities serves as a residential high school for about 300 of Indiana's most talented high school juniors and seniors. It also undertakes substantial outreach and training activities through distance education courses for Indiana school corporations, educator workshops and professional development opportunities, and electronic field trips. The electronic field trips reach a nationwide audience of students through partnerships with the Smithsonian Institute, the Field Museum, and other leading educational and cultural institutions.

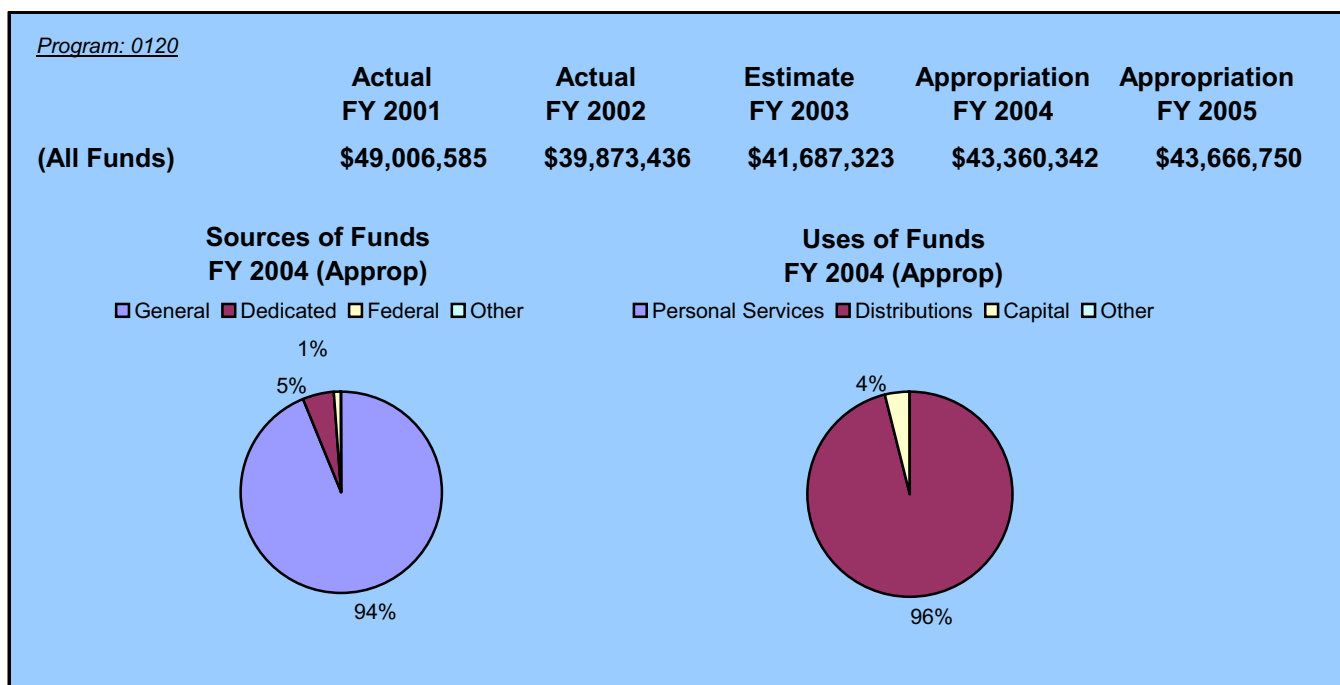
- Purdue University established a *Technical Assistance Program* (TAP) in 1986 to help Indiana companies grow and prosper. Since its inception, TAP has assisted over 5,000 companies with advanced manufacturing, business management, information technology, product development, and quality systems. Its Technical Information Service has performed more than 4,500 information searches and delivered over 152,000 documents. Companies have benefited from the input of more than 750 summer interns. In 2002, 46 companies and 1,200 Purdue students attended TAP's High Tech Job Fair, seeking to fill full-time and internship positions in Indiana. TAP is supported by state appropriations and fees charged for services.



- The Indiana Institute on Disability and Community is committed to providing Hoosiers with disability-related information and services that touch the entire life span, from birth through older adulthood. Founded in 1970, the Institute promotes innovative practices and policies that facilitate community membership for persons with disabilities and their families. Its work is carried out through Centers that address early intervention; school improvement and inclusion; transition, employment and careers; aging issues; planning and policy studies; technology; disability information and referral; autism spectrum disorders; and individual and family perspectives. The Institute is supported primarily by state appropriations (58.3%), state grants and contracts (23.4%) and federal grants (11.2%).

Plans for the Biennium

In 2003-05 the institutions will strive to maintain current levels of public service activities within the confines of substantially reduced state appropriations.



Higher Education Student Assistance

Mission

To make college affordable, to allow students more choice in selecting a college, and to increase college preparation.

Summary of Activities

Student financial assistance provided by the state includes both programs administered by the **State Student Assistance Commission of Indiana (SSACI)** and the portion of institutional financial aid derived from general operating appropriations to the public colleges and universities.



SSACI has three main areas of concentration: Grants and Scholarships, Early Intervention and Education Programs, and Technology, Research and Analysis. Grants and scholarships administered by SSACI include the Higher Education Award, Freedom of Choice grant, Twenty-first Century Scholarship, National Guard Supplemental grant, Part-Time Grant, Special Program grants for nurses, working students, minority students, and Fee Remission Grants for children of disabled veterans and similar students. Students who receive Core 40 and Academic Honors diplomas in high school are eligible for higher levels of assistance.

In addition to administering a number of Federal programs, SSACI also conducts early intervention programs for Twenty-first Century Scholars and education and outreach programs for all students, parents, high school counselors, and financial aid professionals. It conducts research to better understand the needs of Hoosier students and families.

Institutional aid appropriated directly to public universities includes statutory and non-statutory tuition and fee waivers and institutional grants and scholarships. Statutory tuition and fee waivers administered by universities include senior citizen fee waivers and county scholarships. Non-statutory waivers may be granted at the discretion of institutional trustees to a variety of students including faculty and staff and their spouses and dependents, graduate and undergraduate teaching and research assistants, and students with specific talents or abilities. Other institutional aid includes need-based grants and merit scholarships.

External Factors

The primary factors affecting student assistance are the continuously rising cost of attending college; the increasing number of high school graduates going to college; the increasing number of graduates earning Core 40 and Academic Honors diplomas; the growing number of students who attend college part-time; the increasing reliance of students on loans to finance their education; the slow growth in federal student assistance programs; and increasingly strained state revenues and economic forecasts.

Evaluation and Accomplishments

In 2000-01, Indiana's need-based aid programs administered by SSACI ranked seventh nationally in grant dollars per resident population, eighth in grant dollars per resident college-age population, and seventh in grant dollars to undergraduates per full-time undergraduate enrollment. In 2002-03 SSACI funded \$117 million in major grants to 42,000 students, plus \$20 million in Twenty-First Century Scholarships and other special program grants to nearly 14,000 students.

Throughout 2001-03, SSACI's Office of Twenty-First Century Scholars expanded its early intervention programs utilizing a five-year \$25 million federal GEARUP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant by increasing the number and intensity of contacts with Scholars and by implementing the GEARUP Summer Scholarship program.

In 2001-02 SSACI implemented a special billing system for its fee remission programs. The system allows public colleges and universities to electronically bill SSACI for covered tuition and fees, thus improving efficiency and reducing administrative costs for the institutions and SSACI. It also enables SSACI to track statutory mandated eligibility requirements.





Whenever possible SSACI introduces real-time, online web-based internet systems to increase its efficiency and services. In 2001-03, SSACI improved its online systems eGRADS, CHIPS, and WERRS. eGRADS allows financial aid professionals at nearly 100 colleges and universities around the state to check on the eligibility and awards for any of their enrolled students. CHIPS allows high school counselors to list pertinent data on their Honors and Core 40 graduates. WERRS allows work-study students to apply for jobs and SSACI to match students with particular skills, as described in their on-line resumes, to employers needing those skills.

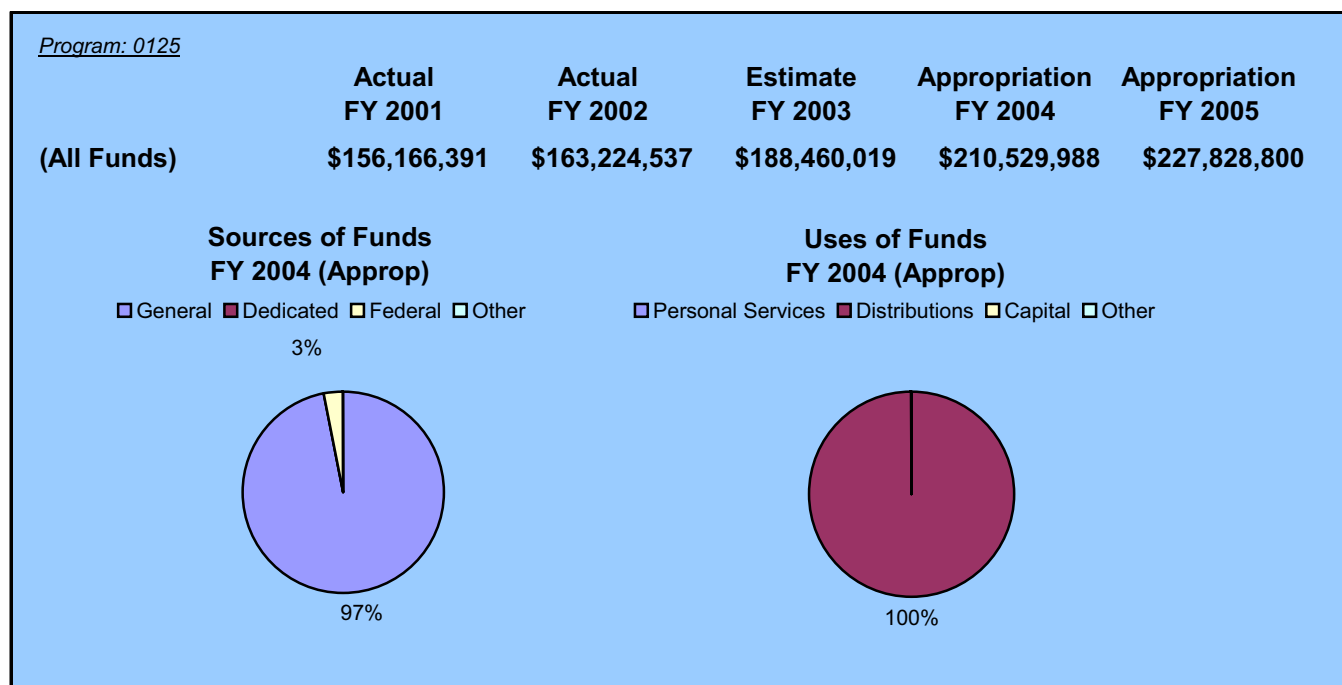
In 2002 SSACI fully implemented eStudent, an online system that allows students to check on the status of the financial aid applications and awards, update their addresses, and most importantly to change their first-college choice in real-time. In addition, SSACI developed Scholar Track to follow the early intervention activities of 21st Century Scholars and SIFRS, Scholars Internet Financial Reporting System, which enables SSACI to track online the budgets of the 16 early intervention sites around the state.

Plans for the Biennium

SSACI plans to maintain its national leadership position in financial aid by meeting the financial needs of Hoosier families; to increase the number of students eligible for part-time grants; to increase the range and depth of early intervention programs for Scholars and parents; to improve its outreach and education programs for students, parents, high school counselors, and financial aid professionals; and to improve and develop online applications to better serve students, parents, and institutions.

SSACI will continue to work with the Federal government to renew the GEARUP grant which expires in FY04; implement an electronic billing system for its Nursing Scholarship and Minority Teacher programs; and monitor the impact of setting maximum awards for public college students, a strategy taken for the biennium in order to maximize the number and size of awards within a fiscally responsible budget.

In recent years, 50% of SSACI grant dollars for 29% of the students have gone to the independent (private) colleges of Indiana, with almost all the remainder going to the public colleges. SSACI expects that over the next 4 years it will impose slow growth in subsidized tuition by holding constant or slowly growing the maximum awards for all sectors, public, private, and proprietary.



Higher Education Coordination & Infrastructure

Mission

To collectively provide higher education services that meet citizens' needs, that are flexible in response to changing needs, and that do not duplicate services except where appropriate.

Summary of Activities

Indiana's system of public higher education is planned and coordinated by the **Commission for Higher Education (CHE)** in cooperation with the **Commission on Proprietary Education (COPE)**, the **Indiana Higher Education Telecommunications System (IHETS)**, and the Independent Colleges of Indiana.

The chief responsibilities of the CHE are to define institutional missions; approve new campuses or extension centers; approve new degree programs; review established degree programs; and review both operating and capital budget requests from the institutions and from the **State Student Assistance Commission**. The review of budget requests culminates in recommendations to the Governor and the General Assembly regarding public funding for Indiana higher education.



INDIANA *for* COMMISSION
HIGHER EDUCATION

COPE is charged with regulating privately owned, postsecondary career schools. It seeks to maintain and improve career schools' quality and vocational effectiveness. It is responsible for guarding against any fraudulent activity on the part of career school operators.

IHETS was created by the General Assembly in 1967 to facilitate the distribution of educational resources via communications technologies. IHETS maintains voice, video, and data networks and coordinates campus- and community-based learning centers that permit the delivery of courses across the state. Its members are Indiana's colleges and universities. Partners include K-12 schools, public libraries, state government, and public broadcasting. IHETS and its distance education component, the Indiana College Network, are managed jointly by the higher education institutions.

The state and the institutions are also members of the Midwestern Higher Education Commission (MHEC). This is a compact of nine states that seeks to assist higher education in member states through joint procurement policies, the evaluation of courseware products, and the like.

External Factors

Constantly changing demands for postsecondary access and for specific degree programs require a coordinated state-wide response. For example, economic development concerns and the need for flexible, low-cost, non-traditional educational services led to the introduction of the Community College of Indiana. The rapid spread and advancement of instructional technology challenge IHETS and the public institutions to maintain Indiana's world-class reputation. Affording essential technology improvements will be an issue throughout the foreseeable future.

Evaluation and Accomplishments

An ongoing success has been the continuing collaboration among the institutions in providing technology linkages. In addition to providing phone and data service for all Indiana campuses, IHETS provides multiple technologies for delivering access and student support through a network of 70 full-service learning centers, 300 videoconferencing sites, and over 400 satellite downlink points. The technologies most used for this purpose are the Internet, videoconferencing, and a four-channel satellite television network. IHETS installs and maintains the equipment needed for connectivity and provides 24/7 technical support. In fact, 80 percent of distance enrollments are now in online courses. The programmatic side of IHETS, including faculty and student services support, is overseen by the Indiana Partnership for State-wide Education (IPSE). IHETS also provides coordination for Indiana's Internet 2 participation as a Sponsored Education Group Participant, linking Indiana educators and learners through advanced services with experts and colleagues in 25 other states to participate in a leading edge network capability for the national research community.

Another accomplishment relates to the work of the Indiana's Articulation and transfer initiative, facilitated by CHE. The Statewide Transfer and Articulation Committee (STAC) was created in April 2000 and has representation from all public institutions and the Independent Colleges of Indiana (ICI).

CHE transmitted a progress report to the Legislative Council in August 2003 documenting the achievements of STAC, which include:

- Developing of a set of principles to guide statewide transfer and articulation in Indiana
- Publicizing a list of transfer coordinators for every public and ICI institution
- Facilitating full statewide articulation of the Vincennes University A.A./A.S. degrees offered at Community College of Indiana sites with every public university campus
- Cataloging 1,050 articulation agreements with public universities for Ivy Tech State College and 1,283 for Vincennes University
- Enumerating 4,259 Ivy Tech and 9,259 Vincennes courses that transfer to public university campuses throughout the state
- Identifying transfer equivalencies for the 40 most frequently taken courses
- Creating discipline sub-committees to enhance transfer for programs in business administration, computer information systems, early childhood education, and electronics technology



Plans for the Biennium

Over the biennium, IHETS will upgrade its satellite delivery system to interactive video streaming as well as digital broadcast delivery in partnership with Indiana's public broadcasting stations. This will include upgrading more institutions to DS3 links with the Indiana Telecommunications Network (ITN) and working with Indiana and Purdue universities on I-Light2 to create the next generation ITN. IHETS has also provided leadership in developing an Indiana Learning Portal that brings together key Indiana educational providers – from K-12, higher education, libraries, public broadcasting, and cultural organizations – to create a seamless access platform for Indiana residents across the life cycle, from pre-kindergarten to senior enrichment. ICN will continue to focus on addressing secondary-to-postsecondary transitions, teacher professional development, and economic development through e-learning.

The CHE will continue the review of programs with few recent graduates. Indiana's Statewide Articulation and Transfer Committee (STAC), facilitated by CHE, will continue to make progress in transfer and articulation options for students at all of the state's public postsecondary institutions, including the launching of up to five additional discipline sub-committees: automated manufacturing, criminal justice, design technology (CAD), nursing (RNs and LPNs), and visual communications. In addition, STAC is working to implement a system for tracking transfer students, determining their success in subsequent coursework, and providing feedback to the institution that the student transferred from.

